

Domain 2: The Classroom Environment



Component 2b. Establishing a Culture for Learning

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

Components of Domain 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport

2b. Establishing a Culture for Learning

2c. Managing Classroom Procedures

2d. Managing Student Behavior

2e. Organizing Physical Space

Learning Outcomes:

2b. Creating a Culture for Learning

- Understand the elements of 2b
- Distinguish the difference in levels of performance
- Review examples of 2b evidence
- Identify my level of performance on 2b
- Create next steps to improve my level of performance in 2b

Understanding 2b. Creating a Culture for Learning

- A classroom environment built on the importance of the work of learning, the respect and rapport among learners, students who own the learning is the environment which leads to learning for all students.
- A culture for learning means the teacher has high expectations for everyone and shows it. Students are valued for contributions to the learning. They try and find reward in the effort.
- Students are mentally engaged. They are busy, not bored or lost.
- Extension in this component means that students have pride in their accomplishments and they show it:)

Elements of 2b

1. Importance of the content

- ▶ Teacher conveys genuine enthusiasm for the content, and student demonstrate consistent commitment to its value.*

*Proficient Level of Performance

Elements of 2b

2. Expectations for learning and achievement

- ▶ Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.*

*Proficient Level of Performance

Elements of 2b

3. Student pride in work

- ▶ Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.*

*Proficient Level of Performance

Planning for 2b Evidence

If the teacher's goal is to show genuine enthusiasm for the content and have students who are committed to the value of the work, then

1. How could a teacher communicate the importance of learning the lesson content?
2. 'The teacher as a model learner.' How could this concept help with this element?
3. Should student choice be involved in this process? How? Why?

Planning for 2b Evidence

If the teacher's goal is to show high expectations for students in outcomes, activities, assignments and classroom interactions, then

1. How might high expectations be communicated to students? Can that be planned?
2. Is student success due to hard work or many times good luck?
3. Does your past include a student who was highly capable, and you believed it, but the student didn't? What happened?

Planning for 2b Evidence

If the teacher's goal is to students who are promoting high-quality work and show pride in that work, then

1. How can a risk-free and inquiry-centered environment be created for students?
2. What is the professional response if students do not try on assignments? What is the best response for incomplete assignments?
3. Do you have experience with encouraging student pride and ownership in work? Have you seen student pride in work when you have visited other classrooms? How is you know this existed?

Which 2b element does this Observation evidence address?

Students work immediately to organize presentation materials before their report. Student: “We need to have the colors in order or it won’t make sense. Can you change that?”

Group 1 crosses to help Group 2 with the experiment. Student: “It’s okay. We had a hard time with that, too.”

- a. Importance of the content**
- b. Expectations for learning and achievement**
- c. Student pride in work**

Answer is c.

01June16 12

Which 2b element does this Observation evidence address?

Teacher: “Our work today is challenging. I remember when I learned this type of division, but I’ve watched you work and I know you can complete this. I can’t wait to see how you complete the assignment.”

- a. Importance of the content**
- b. Expectations for learning and achievement**
- c. Student pride in work**

Answer is b.

Which 2b element does this Observation evidence address?

Teacher: “ See, I knew you could put that together? What does this mean for our painting next week?” Student: “We can really put the shadows in the painting, right?” Teacher: “Exactly. I know it felt like a lot of work in a little time, but you will be so glad you did that.”

- a. Importance of the content**
- b. Expectations for learning and achievement**
- c. Student pride in work**

Answer is a.

01June16 14

Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

This is which level of performance for 1f?

- The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.
- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

2. The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

3. The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

4. High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance--for example, by initiating improvements to their work.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Proficient
- 2) Basic
- 3) Unsatisfactory
- 4) Distinguished

Any surprises?

How is 2b successfully demonstrated?

When observing a lesson, an observer/rater may look for the following:

- Classroom displays of student work showing pride and ownership of the learning.
- The tone of classroom conversation between teacher and students and between students.
- Teacher sharing learning experiences to encourage students.
- Students sharing their work or taking responsibility for improving it.

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 2b: Creating a Culture for Learning** how would you rate on the rubric?
- Do you plan to let students know that learning the content is important? Do you demonstrate pride and ownership in work?
- What is the ‘tone’ of your classroom? Do students have opportunities to express ‘pride’ in work? Do students work together often?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson